

The Trees Day Care Nursery

55 Leigh Road, Eastleigh, Hampshire, SO50 9DF



Inspection date

14 June 2017

Previous inspection date

13 February 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager has not ensured that all staff have a robust enough knowledge of their responsibilities under the 'Prevent duty guidance and how to keep children safe from extreme views and behaviours.
- Staff do not consistently make accurate assessments about children's knowledge and levels of development and not all children make good progress. The planning of activities is not routinely focused on children's individual learning needs, including those who have special educational needs and/or disabilities or those who speak English as an additional language.
- Staff do not monitor the time some children are expected to sit and wait for the next activity. Occasionally, staff miss opportunities to ensure that all children are purposefully engaged throughout the day.
- The manager and staff do not make the best use of the outdoor area to provide those children who prefer to learn outside with a wide range of enjoyable learning experiences.

It has the following strengths

- Staff build positive relationships with parents to meet children's care needs. This helps them form secure emotional attachments and settle quickly.
- Children have a good awareness of how to keep safe and healthy. They readily access drinking water throughout the day and older children know why they need to use sun cream.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure that all staff have a secure understanding of their responsibilities under the 'Prevent duty guidance for England and Wales 2015' 	31/07/2017
<ul style="list-style-type: none"> ■ ensure staff make accurate assessments of what children know and can do, and ensure this information is used effectively to identify children's individual next steps in learning and plan challenging activities. 	31/07/2017

To further improve the quality of the early years provision the provider should:

- review the organisation of some routines, particularly to reduce waiting times between care routines and activities, to meet individual needs and ensure children have every opportunity to play and learn
- provide more effective opportunities to help children explore and use the resources in the outdoor area, particularly for those who prefer to learn outside.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and they discussed their findings.
- The inspector discussed planning and children's progress with the key persons and manager. She discussed staff suitability and qualifications, and the nursery's action plan with the manager.
- The inspector spoke to staff about their knowledge of child protection and the procedures they follow to keep children safe.
- The inspector spoke to children and parents, and took account of their views.

Inspector

Nina Lambkin

Inspection findings

Effectiveness of the leadership and management requires improvement

The new manager is actively reviewing the quality of provision and identifying some areas for improvement, including staff training needs. Overall, staff have a secure knowledge of the procedures to follow in the event of a welfare concern about a child. However, the manager has not ensured that staff have an up-to-date knowledge on protecting children from extreme views. The provider follows robust recruitment procedures that help ensure staff are suitable. Staff assess the safety of toys and equipment. They supervise children carefully as, for example, they serve their own hot dinner. Safeguarding is effective. The manager's monitoring of children's progress, and ongoing support and training for staff, is improving. Staff work well with other professionals to share information and provide for children's learning. Additional funding is used well on specific resources to encourage children's language development.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is not consistent throughout the day. A variety of learning experiences are provided for the children. However, staff are not accurate enough in their assessments to ensure these experiences are targeted to children's individual learning requirements, including those with specific learning needs. Staff provide babies with opportunities to develop their physical skills, for instance, through spending time on their tummy to strengthen their upper body. Young children have fun as they explore coloured ice cubes. The routine of the day offers some good child-led activities. However, time is not managed effectively during certain parts of the day to support children's needs. For example, children spent time sitting around waiting for their turn in an activity or to go outside.

Personal development, behaviour and welfare require improvement

Children form strong bonds with their key persons. Babies look to staff for comfort and support, which helps them to feel at ease. Children are confident and talk freely with staff. Children behave well and follow the good example from staff to treat others with respect. Older children learn about similarities and differences between each other as they discuss their individual features and draw their families. Children who learn best outside, however, do not routinely have access to a wide range of outdoor learning opportunities to help them reach their full potential.

Outcomes for children require improvement

Not all children are consistently supported to make good progress. Nonetheless, children gain the basic skills that they need in readiness for school. The language skills of all children are promoted well. Older children show an interest in early writing while young children are encouraged to be independent from an early age. The moves between age group rooms are handled slowly and sensitively. This helps ensure that children are emotionally ready for the move through the nursery and for school.

Setting details

Unique reference number	EY438131
Local authority	Hampshire
Inspection number	1085959
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
Total number of places	93
Number of children on roll	70
Name of registered person	White Horse Child Care Ltd
Registered person unique reference number	RP520766
Date of previous inspection	13 February 2015
Telephone number	02380610200

The Trees Day Care Nursery registered in 2012. It is located in the centre of Eastleigh, Hampshire. The nursery opens weekdays throughout the year from 7.30am to 6pm, except for one week between Christmas and New Year. The breakfast and after-school clubs operate from 7.30am to 8.50am and from 3pm to 6pm during school term times. The holiday club operates from 7.30am to 6pm during the school holidays. The provider receives funding for the provision of free early education for children aged two, three and four years. There are nine staff working with the children, who all hold relevant childcare qualifications between level 2 and level 3.

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